

Students' Perception on the Use of Social Media to Promote Their Listening Skill

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Abstrak

Kemampuan mendengarkan telah muncul sebagai salah satu keterampilan bahasa yang paling penting untuk dikuasai, terutama dalam bahasa Inggris. Saat ini, media sosial dapat membantu manusia meningkatkan keterampilan bahasa Inggris mereka. Banyak platform media sosial dapat digunakan untuk meningkatkan keterampilan bahasa Inggris, termasuk TikTok, Instagram, YouTube, Twitter, dan lainnya. Tujuan dari penelitian ini adalah untuk mengetahui informasi umum apa yang siswa miliki tentang penggunaan media sosial dan untuk mengetahui persepsi siswa tentang menggunakan media sosial untuk mempromosikan keterampilan mendengarkan mereka. Penelitian ini menggunakan metode penelitian kuantitatif deskriptif dengan desain survei. Sampel yang digunakan adalah kelas 11 di salah satu sekolah menengah di Surabaya pada tahun akademik 2023/2024. Instrumen data termasuk kuesioner dan wawancara, yang dianalisis menggunakan program SPSS 27. Menurut temuan, siswa menggunakan media sosial untuk tujuan pribadi dan pendidikan pada waktu yang berbeda dan mereka menggunakan berbagai jenis media sosial dengan tujuan yang berbeda. Siswa memiliki sikap positif terhadap penggunaan media sosial untuk mempromosikan keterampilan mendengarkan mereka. Hal ini terlihat dari interpretasi setiap pertanyaan dalam kuesioner yang didukung dengan data hasil wawancara.

Kata Kunci: keterampilan mendengarkan, media sosial, persepsi siswa

Abstract

Listening abilities have emerged as one of the most important language skills to master, particularly in English. Currently, social networking can help humans improve their English language skills. Many social media platforms can be used to improve English skills, including TikTok, Instagram, YouTube, Twitter, and others. This research aims to find out general information the students have on the use of social media and to know the students' perceptions of using social media to promote their listening skills. The research used a descriptive quantitative research method with a survey design. The sample used was the eleventh grade at one of the senior high schools in Surabaya in the academic years 2023/2024. The data instruments included a questionnaire and an interview, which were analyzed using the SPSS 27 program. According to the findings, students utilized social media for both personal and educational goals at various times and they used various types of social media for different purposes. The students have a positive attitude toward using social media to promote their listening skills. It can be seen from the interpretation of each question in the questionnaire which is supported by interview data.

Keywords: listening skill, social media, students' perception

INTRODUCTION

Listening skills are one of the language skills that must be mastered especially listening to English. According to Br Perangin angin et al. (2021), listening skills are included in receptive skills which is useful as a communication strategy that allows listeners to conceive, construe, and appraise what they hear. Therefore, it is essential to enhance and master listening skills by using various ways such as watching movies, listening to music, and so on. The students must recognize what they listen to and incorporate the new information gained from listening activities with their existing knowledge. Also, students as listeners must conceive the spoken language

and speaker's intent, however, sounds and visuals of the video can help them in the listening activities.

According to Tyagi (2013), listening skills involve psychological engagement with the speaker and hearing others speak. Listening becomes more meaningful when listeners comprehend spoken language as an interconnected process. Another researcher Bano (2017), noted that listeners must know and understand the speaker's accent, pronunciation, grammar, vocabulary, and message.

Stages of Listening

Tyagi (2013) explained listening have five stages as follows:

1. **Hearing**
Listeners use this stage when they don't intend to hear the information, so they only hear information briefly and not in detail.
2. **Understanding**
This stage can help understand the symbol heard such as the meaning of applause and has symbolic meaning.
3. **Remembering**
This is become an important stages because the listener receive, interpret and remember information that can be selective
4. **Evaluating**
In this stage, listener need to have abilities that can give evidence, determine facts from opinions and others. If this stage done quickly can caused listening process interrupted.
5. **Responding**
In this stages, listeners give a response and feedback related to information they heard so that it will reveal the level of success in delivering and receiving information.

Factors Affecting Listening

Based on Boyle (1984); Tersta & Novianti (2017) three factors that can affect students' listening activity as follows:

1. **Learners Factors**
Sometimes learners lack vocabulary, thus during listening activities, they struggle to understand the meaning of words in their home tongue. Boyle (1984) claimed that knowing the topic of the audio is one of the listening criteria. Furthermore, Bingol et al. (2014) stated that the length of the video and the speaker's speaking speed may influence students' listening activities and the students with higher levels would find it easier to receive and remember information from long videos, whereas students with lower levels would struggle to understand and remember the information. According to Underwood (1989, as cited in Bingol et al., 2014), students as listeners have no control over the speaker's speaking speed, which can be a major issue because it affects their listening comprehension. Learners' creativity, learning, anxiety, nervousness, concern, panic, and other psychological characteristics all contribute to their difficulty in listening. Additionally, it is necessary to have full concentration while doing listening activities.
2. **Speakers Factors**
The speaker is also one of the students' listening challenges. Learners still struggle with speakers'

natural speech, pronunciation, accents, and voices. The other component is the speaker's language proficiency, which includes native speakers, beginners, and non-native speakers because native and non-native speakers' pronunciations and accents may differ. Even native speakers might have varied accents. Listening to many audio and videos from native speakers can overcome this kind of problem.

3. **Material and Medium Factors**
Difficulty level of the content and concept such as if the material is abstract and not organized well might be burdensome for learners to comprehend the materials. Also, the speaker's and listener's environment needs to be quiet because it will interfere with the listening activities.

Nowadays, social media has become an essential thing for people and most of people around the world at least have one social media. According to Aditiya (2023) here are 4.76 billion social media users all over the world, while there are 167 million social media users in Indonesia. Many kinds of social media can be utilize to improve students' English skill. It is proven that the existence of social media help the students because they get many benefits from it and social media also has a good influence on their English language skills (Iswahyuni, 2021). However, Facebook, YouTube, WhatsApp, Instagram, WeChat, TikTok, and FB Messenger are the seven top social media that Indonesian people use (Hasya, 2023). Social media has positive and negative effects on the users. Batubara et al. (2023) proved that most students choose YouTube as a social media they frequently use that can support the improvement of their listening activities and they also choose academic lecture videos to help them enhance their academic listening skills.

The problem is that most of the students have difficulty listening to native speakers. According to Br Perangin angin et al. (2021), listening is one of the abilities that students continue to struggle with. Yang (2020) also stated that students seek to enhance their English skills, with the majority of them focusing on listening skills. Students often struggle to understand what speakers say due to their accents or pronunciation. English has several accents that are usually different, and their pronunciation may be different depending on their accent. The words are also different depending on the accent; for example, the British accent uses holiday, while the American accent uses vacation.

Previous research reported that social media can help the students enhance their English skills. Yang (2020) students revealed that TikTok has a good influence on their English skills and they have great experience using

TikTok because they can find interesting content, get more friends, and stress relievers. Additionally, Instagram can help students enhance their listening skills, writing skills vocabulary mastery, and boost their motivation to learn English (Agustin & Ayu, 2021; Gunantar & Transinata, 2019). According to Iswahyuni (2021), watching videos and focusing on songs on social media might help students learn a lot of new vocabulary and improve their grammar and pronunciation. Reading comprehension is thought to have increased the most when utilizing social media, followed by writing skills and vocabulary mastery. Additionally, Handi Pratama et al. (2020), mentioned that YouTube can be used as a medium in the teaching and learning of English because it greatly influences students' listening activities. The study also showed that while using YouTube, students have an enjoyable learning experience that can help them comprehend the material.

This research aims to answer research questions through research objectives. First, the researcher wants to find out general information the students have on the use of social media that contains the social media they frequently use, the length of the time they spend both for daily activity and academic purposes and their goals for using social media. Second, the researcher wants to know the students' perceptions of the use of social media to promote their listening skills which contains 13 questions in Likert scale form.

METHODS

In this research, the researcher used a descriptive quantitative survey design. Quantitative research is the procedure of gathering and investigating numerical data. The quantitative research method was utilized because the data was in the form of numbers. The population of the research is all of the students in one of the senior high schools that is located in Surabaya in the academic years of 2023/2024. The sample used in the research was 71 students from the eleventh grade of one of the senior high schools in Surabaya.

The researcher applied a questionnaire and an interview as research instruments in the form of multiple choice, checkboxes, and linear scale which contained two sections. The first section contains the general information that students have on the use of social media such as the social media that they most frequently use, their time spent using social media both for daily activities and academic purposes, and their goals for using social media. Meanwhile, the second section contains students' perceptions of the use of social media to promote their listening skills in the form of a linear scale. Furthermore, interviews were conducted to support students' answers to the questionnaire consisted of six

open-ended questions. However, only 4 students from 71 samples were selected as interviewees.

The researcher used a survey data collection method. Ary et al. (2010) six stages of survey design, as follows:

1. Planning. The researcher devised a plan based on the research topic. The questions were on the students' preferences, views, and attitudes, however, in this study, the researcher asked about their perceptions of using social media to improve their listening skills.

2. Defining the population. The research identified the population as one of the most essential factors. The researcher chose who would receive the questionnaire. The researcher chose one of the senior high schools in Surabaya as a population for the 2023/2024 academic year.

3. Sampling. The researcher employed the purposive sampling method to pick participants from the targeted population. The researcher selected a sample that could be representative of the research.

4. Constructing the instrument. The researcher must create the research instrument. In this case, the researcher used a questionnaire and an interview. The questionnaire was in the form of multiple choice, checkboxes, and a linear scale and was placed on Google Forms.

5. Conducting a survey. The researcher carried out the study by distributing questionnaires to the participants. The interview was performed over WhatsApp with four students from the sample of 71 students.

6. Processing the data. The researcher analyzed the data acquired from the questionnaire and interview instruments, followed by an investigation of the data, interpretation of the results, and reporting of the findings. The researcher analyzed the results of the questionnaire using the SPSS 27 program.

The researcher used the SPSS 27 program to know the percentages and the mean score of each question and statement. The researcher interpreted the result of the questionnaire analysis using the interpretation table by Guimba & Alico (2015), the table is as follows:

Table 1
Interpretation of Students' Perception

No	Mean Range	Interpretation
1.	1.00-1.74	Totally Disagree
2.	1.75-2.49	Disagree
3.	2.50-3.24	Agree
4.	3.25-4.00	Totally Agree

RESULTS AND DISCUSSION

The purpose of this research was to learn about students' perceptions about using social media to improve their English listening skills. The researcher recruited 71

eleventh-grade students from one of the senior high schools in Surabaya as a sample for the research, and they had to complete a questionnaire. The researcher chose four students as interviewees to obtain more specific information.

Table 2

Social Media Often Used by the Students

Social media	Frequency	Percentage
Facebook	9	12.7%
YouTube	52	73.2%
WhatsApp	61	85.9%
Instagram	64	90.1%
TikTok	64	90.1%
Twitter	14	19.7%
Others (Spotify, Discord, Netflix, Duolingo)	6	8.4%

The students were able to choose more than one social media they often used. Table 2 shows that most of the students choose Instagram and TikTok as the social media they frequently use then it followed by WhatsApp, YouTube, Twitter, Facebook, Spotify, Discord, Netflix, and Duolingo. The result in line with Akakandelwa & Walubita's (2017) study revealed that WhatsApp is the most popular social networking platform among students. Students used social media to promote their listening skills such as using the 'Kampung Inggris' account, WhatsApp channel, TikTok features, English speakers account, and video captions, as student 1 stated during the interview,

“I usually learn from 'Kampung Inggris' social media account and watch their content speaking English. So apart from increasing my vocabulary, I also improve my listening skills.”

Student 2 added,

“On WhatsApp, there is a 'learn English' channel where every day we are given different material. For listening lessons, I often learn using TikTok, because content creators usually give examples that we can follow directly.”

Student 3 also explained,

“I also use Tiktok to improve my English skills, especially listening skills. The way I learn to use social media is by following accounts that use English to create their content, I observe each conversation and then listen more clearly with a louder volume or use earphones. Apart from that, I also slow down the speed of the video playback.”

In short, the questionnaire and interview data show that the most of the students use Instagram, TikTok, and WhatsApp as the social media they frequently used. Students also revealed how they learn English, especially to promote their listening skills through these social media.

Diagram 1

The Time Students Spend Using Social Media in a Day Regularly

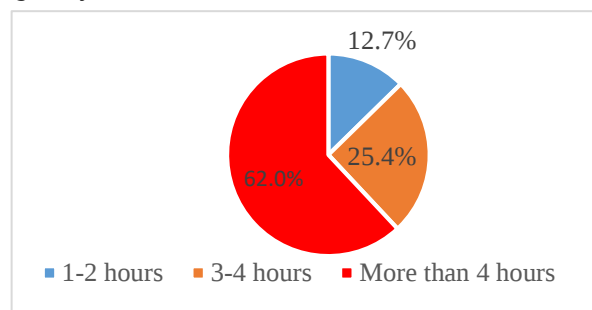


Diagram 1 reveals that most of the students use social media for daily activities for more than 4 hours. Several students use it for three to four hours, and few students choose one to two hours.

Diagram 2

The Time Students Spend Using Social Media in a Day for Academic Purposes

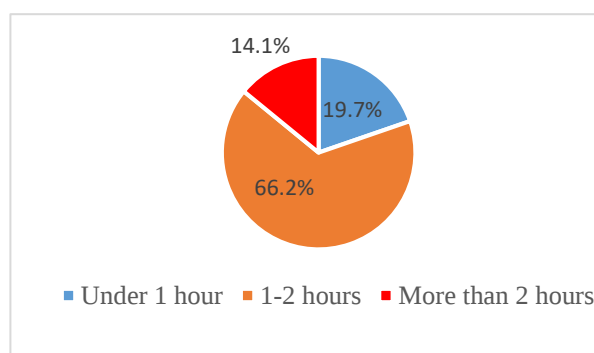


Diagram 2 reveals that most of the students use social media for academic purposes with a duration between one to two hours. Several students use it for under an hour, and few students choose more than two hours

To sum up, diagrams 1 and 2 show that students spend varying amounts of time on social media for both daily activities and academic goals. Students utilize social media more for everyday activities rather than for education. This finding contradicts with previous research which found that most students spend 31-60 minutes on social media (Akakandelwa & Walubita, 2017).

Table 3

Students' Goals in Using Social Media

Students' goals	Frequency	Percentage
Communicate with family and friends	60	84.5%
Entertainment and lifestyle	43	60.6%
Learning purposes	37	52.1%
Search for information and news	66	93%
Others (to search for lots of friends from around the world, just to have fun, fill the free time)	3	4.2%

In this question, students must select their goals for utilizing social media; they may choose more than one. Table 3 reveals that students primarily use social media to search for information and news, followed by communication with family and friends, entertainment and lifestyle, learning, making new friends, having fun, and filling their free time. This finding is consistent with Hussain's (2012) study, which found that most students used social media for information purposes.

Table 4

The Analysis Result of the Questionnaire

	Mean	Interpretation
1. Social media is easy to use in learning listening	3.24	Agree
2. Social media increases my motivation to learn listening	3.07	Agree
3. I can access social media anytime and anywhere	3.45	Totally Agree
4. I enjoy using social media as a listening medium	3.21	Agree
5. Social media provides an opportunity to learn listening	3.20	Agree
6. Social media provides an opportunity to learn pronunciation	3.14	Agree
7. I listen to many songs on social media	3.63	Totally Agree
8. I find many new vocabulary	3.34	Totally Agree
9. I can retell the videos/what speakers	2.97	Agree

say		
10. I can get new information	3.46	Totally Agree
11. I enjoy using social media as a listening medium	3.17	Agree
12. I have a problem with the speakers' speaking speed	2.69	Agree
13. There are inappropriate contents on social media	3.14	Agree

The questionnaire analysis found that students have positive perceptions of using social media to promote their listening skills. According to the results of the questionnaire and interpretation, practically all of the students believe that social media benefits them. Social media is easy to use for learning to listen, and they enjoy using it as a listening media, therefore they have little issue with it. The findings are consistent with Halawa's (2024) study, which explained that students have no difficulties learning English via social media.

These days, social media has become a prominent requirement for students as a communication medium that they frequently use, and they must have at least one social media account, with many of them having many accounts for various purposes (Erzad & Suciati, 2018). The students claimed that they can use social media at any time and from any location as long as they have a smartphone and an internet connection. Furthermore, students acknowledge that listening on social media may boost their enthusiasm to learn. According to Akpan & Chayanuvat's (2022) study, social media can initiate and improve students' motivation to learn English which was initially driven by the social urge to interact with other people. Then students become accustomed to utilizing English. According to the interview data, a student stated that seeing other people who are fluent in English and who have achieved great success in their fields can boost motivation as student 2 stated during the interview,

"..., when we are sad, confused, or lazy about studying, we keep opening TikTok, usually the FYP that comes out on the homepage is exactly what we feel, suddenly a preaching video about the spirit of struggle appears, or content creators that we like, videos about the profession that we dream of. This can boost our motivation so that we continue to improve ourselves."

Furthermore, students agree that social media allows them to practice listening and pronunciation. Many videos from throughout the world, including videos from English native speakers, can help students learn

and improve their listening skills; they also understand how to pronounce words correctly. Local social media creators who are fluent in English share their information, such as how to pronounce things. It can make it easier for them to learn because the creators also use Indonesian as instruction. Besides, students agree that social media can help them learn new vocabulary while also improving their listening skills as student 2 stated during the interview,

“When I encounter vocabulary that I don't understand, I can look for the meaning of the vocabulary on Instagram and TikTok such as on the @belajarbahasainggris account.”

This is in line with Bano's (2017) research, which found that when engaging in listening activities, students must be familiar with and know of the speaker's accent, pronunciation, grammar, vocabulary, and meaning. As a result, learning many pronunciations is extremely advantageous to students. According to the interview data, a student stated that watching educational content can help improve pronunciation as student 2 stated during the interview,

“My way of learning pronunciation is by watching educational content, as well as acting content in English. Of course, it can help when listening, because if you learn a lot of vocabulary and learn pronunciation, it can help me in the listening activities.”

Student 4 also added,

“I usually look for accounts that give examples of pronouncing words in English so that I know how to pronounce the word correctly.”

Moreover, students get a lot of new things and information through social media because it is a communication medium that may reach its users quickly, therefore news can quickly go viral when it is posted on social media. Furthermore, this is consistent with Hussain's (2012) findings that the majority of students obtain information through social media. Most of the students agree that they listen to a lot of music on social media. Using music as a listening medium can also help kids learn enjoyably. This finding is consistent with Harun et al. (2022) who explained that listening to English music and watching English videos on social media can help students learn and improve pronunciation. They also understand what speakers are saying and can retell the videos. Students' frequency of viewing or listening to English videos can help them become familiar with and comprehend the language of the speakers. This is consistent with Tyagi's (2013) research, which identified five stages of listening: hearing, comprehending, recalling, assessing, and

reacting. It can be assumed that students hear music, comprehend it, and retain it. Additionally, a student revealed that Instagram and TikTok can help to understand and find the main idea of the video,

“I usually utilize the features on TikTok such as slowing down the video and showing the subtitles so I can understand what the speaker says. I usually read the descriptions and captions of the videos I watch, this can help me find detailed information and make a summary. Apart from that, I also read comments from other users to get other information”.

In addition to the numerous advantages, students encounter certain difficulties while utilizing social media as a tool for English listening comprehension. The majority of students, according to the research, struggle with speakers' speaking velocities, which is one of the things that may be influencing listening. It can be the case that those who are not accustomed to seeing or listening to fast videos or audio find it difficult to comprehend what the speaker is saying. This is consistent with research by Underwood (1989, as cited in Bingol et al., 2014), which found that speakers' speaking velocities can be a significant issue for students participating in listening activities because it is uncontrollable and affects their listening comprehension. When speakers talk too quickly, it is difficult for the students to comprehend them. However, social media platforms like TikTok, YouTube, and Twitter now have features that allow you to slow down videos, which can aid students with this kind of issue. Few students nevertheless disagreed indicating that they had no issues with the speakers' speaking velocities. Inappropriate content on social media is another issue that students deal with. Sometimes, as students are scrolling through social media, inappropriate stuff appears out of nowhere. Naturally, this disrupts their focus while they are trying to study. On YouTube, certain commercials break up lengthy audio or video content, which may potentially have an impact on listeners' listening activities. Students who experience this kind of issue may also find it difficult to concentrate on the material or information presented. Based on the interview, TikTok can help students understand and find main idea of the video, as student 4 stated,

“I usually take advantage of the features on TikTok that can slow down the video being played and also the subtitles provided by the creator so I can understand what the speaker is saying. I usually read the descriptions and captions of the videos I watch, this can help me find detailed information and make a summary.

Apart from that, I also read comments from other users to get other information.”

social media on motivation towards learning English as a global language.

CONCLUSION

This research revealed that students spend varying amounts of time on social media, with Instagram, TikTok, and WhatsApp being the top three social media they frequently use. They also use other social media such as YouTube, Twitter, Facebook, Spotify, Discord, Netflix, and Duolingo. Students use social media for various reasons, including information, communication, entertainment, and studying. Most use it for finding information and news and connecting with family and friends. The study also found that students have a positive attitude about using social media to promote their listening skills. It is presented by the seventh statement, where most students strongly agree to apply songs on social media for their listening activities. In other words, most students strongly agree and only several students agree that songs on social media can promote their listening skills.

Students can use social media more to improve their English language skills. Furthermore, social media is available from anywhere, making it easier for students to use. Because social media can attract students' attention and motivation, the researcher recommends that teachers incorporate it into lesson planning. Furthermore, the teacher can use social media to create custom assignments based on the chapter being studied. Furthermore, future researchers can employ a different research approach that focuses not only on the student's perception but also on its implementation in teaching and learning activities. They may use their other English language skills such as speaking, reading, and writing skills.

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